

8 Things the Most Toxic People in Your Life Have in Common

How they make you feel and what you can do about it.

Flux; Aug 29, 2016

Abigail Brenner M.D (@SFhelpinghand on Twitter)



Do you know a toxic person? Even if you don't now, at some point in your life you're bound to have come across a person who fits the description. Dealing with such an individual can be difficult and draining, to say the least. In fact, it may challenge what you know about yourself and push you to the limits. Here are some traits to familiarize yourself with, and to help you navigate these trying relationships:

1. Toxic people are manipulative. Their modus operandi is to get people to do what they want them to do. It's all about them. They use other people to accomplish whatever their goal happens to be. Forget what you want; this is not about equality in a relationship—far from it.
2. They are judgmental. Keep your eyes and ears open for criticism—about you, what you've done, and what you didn't do. It's never about them, and they will lie if it serves them.
3. They take no responsibility for their own feelings. Rather, their feelings are projected onto you. If you try to point this out to them, they will likely vehemently defend their perspective, and take no responsibility for almost anything they do.
4. They don't apologize. They don't see any reason to, because things are always someone else's fault. In many instances, although they try to orchestrate relationships to serve their own ends, they try to gain sympathy and attention by claiming "victim" status.
5. They are inconsistent. It's hard to know who you're with at any given time because they are often not the same person. They may change their perspective, attitude, and behavior depending on what they feel they need to accomplish or what they want to have happen. (And they know how to be kind when they want something from you.)
6. They make you prove yourself to them. Toxic people make you choose them over someone else, or something they want over something you want. Often, this turns into a "divide and conquer" dynamic in which the only choice is them, even to the point of requiring you to cut off other meaningful relationships to satisfy them.

7.They make you defend yourself. They have difficulty staying on point about certain issues, probably because they're not interested in your point of view or trying to reach an amicable conclusion. Remember, they are supreme manipulators: Their tactics may include being vague and arbitrary, as well as diverting the focus of the discussion to how you're discussing an issue—your tone, your words, etc. They focus on problems, not solutions.

8.They are not caring, supportive, or interested in what's important to you. In fact, the good things that happen to you move the attention away from them and thwart them from focusing on their own goals. Beware of people who find fault with you and make you wrong. Loyalty is foreign to them.
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Toxic people often make you want to fix them and their problems. They want you to feel sorry for them, and responsible for what happens to them. Yet their problems are never really solved, for once you've helped them with one crisis, there's inevitably another one. What they really want is your ongoing sympathy and support, and they will create one drama after another in order to get it. "Fixing" and "saving" them never works, especially since you probably care more about what happens to them than they do.

Toxic people are draining; encounters leave you emotionally wiped out. Time with them is about taking care of their business, which will leave you feeling frustrated and unfulfilled, if not angry. Don't allow yourself to become depleted as a result of giving and giving and getting nothing in return. At first, you may feel for them and their plight but once you observe that every interaction is negatively charged you may want to limit your contact with them, or maybe even cut ties. Your time and energy are essential for your own life. Don't be overly willing to give them away.

And beware especially the narcissistic toxic person. Their modus operandi includes gaining total control of a situation, and that means of you, too. They will demand your undivided attention and attempt to convince you that you need to join their camp. To their way of thinking they know better than you. They're right; you're wrong. And you need to do what they say. This kind of toxic person will think nothing of invading your space and may try to isolate you from others you are close to.

This post is meant as a general overview: Relationships are complex and it may not be easy to deal with toxic people until you have learned from previous interactions. I understand that many relationships, especially familial ones, are more difficult because it's not so easy to close the door and say goodbye. But the bottom line is that if you feel bad about yourself as a result of a relationship with another person, it's time to sit down and assess the issue. They may be unlikely to change, but you can. Weigh the pros (if there are any) and the cons, make a decision to limit your time with this person or end the relationship—and don't look back.

Speedy Gonzalez's CLASSES



- 1/BOOK-lesson, audios, key expressions / Practice File
- 2/AV-reading / practice + videos + vocabulary & grammar syllabus
- 3/NOTEBOOK-exercises on the list. copy, do, correct
- 4/BOARD-samples: sms, words, basics + BOARD class (briefing)
- 5/Words/PPA (AV) - paper copies
- 6/Oral assessment-choir / speak English / Q & A
- 7/Tests & homework-frequent surprise tests (active attendance)
+ homework (study, notebook, reading, listening)

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stuff required:

BOOK, AV (@moodle), notebook,
paper copies, BOARD, cell phone / PC

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E. Fouz.-8.II.2020

METHOD

Students don't want to learn anymore. They want to teach.

Michael Brendan Dougherty
-via theweek.com- Jan. 10th, 2017

The student union at the University of London School of Oriental and African Studies made headlines with their proposal to "de-colonize" their institution. In the brash headlines of the Daily Mail and the Daily Telegraph, it was students demanding to remove Plato and Kant "because they are white."

The English tabloids aren't wrong.

After demanding that at least the majority of the philosophers studied come from the Global South, the student manifesto says, "If white philosophers are required, then teach their work from a critical standpoint. For example, acknowledging the colonial context in which so called 'Enlightenment' philosophers wrote." School is much easier for students when they teach the professors and not vice versa.

Unfortunately, the students don't seem to know anything. There's something anachronistic and flattening about grouping all philosophers who lived on the European continent "white," a racial identity that had little or no salience to most of them while they lived, worked, and wrote. Or, at least, it didn't have the meaning it would by the end of the colonial period.

It's also reductive to define the intellectual output of an entire continent primarily by the power relations that existed for a few centuries between a handful of colonizing states. The white English philosopher Roger Scruton responded to the student union's response dismissively, asking what precisely is the colonial context for understanding Kant's "Critique of Pure Reason."

The spasms of student attempts at "decolonization" are almost always ill-conceived. Last year Yale students petitioned the English department to "decolonize" themselves, announcing that it was "unacceptable" for the Major English Poets Sequence to feature so many white male authors, like Keats, Chaucer, Shakespeare, Donne, Pope, and Milton.

There's something adorably naive about expecting the major poets of a language that was primarily spoken in one section of one island for half a millennium to be representative of all global voices. No one makes this demand of literature in other languages. We don't expect to find Welsh, Brazilian, or Caribbean voices among the major Polish language poets.

Maybe naive isn't the word. In fact it is the modern English major demanding a "diverse" set of voices in English literature that has become the caricature of the colonialist. It is the petitioning students who shout from their privileged position at the diverse world, "Speak English to me, please."

If students really want to encounter classical poetry produced by non-whites, they have options. They can study the relative handful of languages that produced significant literature before the modern period. Hebrew, Arabic, Thai,

Chinese, and Urdu come to mind. These are all worthy subjects crying out for more scholarship.

But there's a catch. And it is what catches our activists out. Studying an ancient language to discover non-white voices is challenging and requires real work. You cannot pass the final exams just by repeating a number of fashionable political slogans. And perhaps activist students do not study these languages because they correctly suspect they won't find much written in these languages that qualifies as politically correct by the standards of 2017. In fact, you will find in these literatures exactly the kind of messages that activists least like to hear. Lessons like: Humble yourself and mortify your ambitions.

Perhaps it is the students themselves who should have their views "interrogated" and their discourse of power deconstructed. The activist-student is engaged in a power grab. He wishes to delegitimize the power of professors and even the school itself. That is why the activist student defines knowledge itself as a form of malicious participation in an unjust power system. And he does so because this is the only way of dignifying his own ignorance. It is also the only way that he might shame an academic institution into creating a new administrative role for his kind of sloganeering.

In a real sense, the modern student activist is a kind of shallow theologian. He learns a political catechism, he identifies a scapegoat, and he enacts a ritualized sacrifice of a victim-group, in order to redeem himself and give some dint of credibility to his priestcraft.

Schools put up with this for the money. But why do we?

Test



1/precisión
(escriba de forma precisa sin añadir ni quitar ni una letra)

2/caligrafía (letra clara y legible)
-dibuje las letras bien separadas-

3/conocimientos (saber qué escribir)

E. Fouz.-10.II.2020

Three seven five

EUGENIO FOUZ

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There's no light in here

METHOD

E. Fouz.-6.Nov.2020

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Reminder: **image + message**: reread HOJA del ALUMNO

Reminder: image + message: reread **STRUCTURE of MOODLE platform** (theory, practice, INFORMATION chapter, MISCELLANEOUS THINGS, URGENT section, TIMER)

Reminder: image + message: have a look at **BOARD class documents** (briefing of classroom sessions)

1/ STUDY THEORY:

Vocabulary & grammar syllabus

Parallel Papers (documents)

Oral assessment

WORDS

notebook exercises

2/ DO SOME PRACTICE:

Reading & Practice (via MOODLE platform / AV)

watching videos

listening to AUDIOS

read and understand MESSAGES

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N.B

shortest tests without previous warning: **375**

(three exercises, seven minutes of time limit _timer on AV_ five marks)

[temporizador \(reloj-alarma.punto.es\)](http://temporizador.reloj-alarma.punto.es)



HANDOUTS

*fight absenteeism by calling students' names out (online students)
and asking them questions. Marking them.

handouts for listenings (fill in exercises, Q.A)

Twenty ideas English language



*

- 1.classroom: separate tables.sit in different desks
- 2.online: off microphones / webcams on
- 3.no cell phones (end of session)
- 4.oral assessment
- 5.listen, ask, take notes-bloc. ball pen
- 6.tasks, notebook, exercises, theory, read, write
- 7.note on writing
- 8.URGENT (news)
- 9.D.I? Read
- 10.attendance & punctuality
- 11.AV, BOOK, bloc, copies. PPA / WORDS
- 12.FL, oral a, eavesdrop
- 13.BOARD class
- 14.READING / practice
- 15.PPA / notebook
- 16.audios / videos
- 17.BOOK (audios), dialogues, Pr. File
- 18.MESSAGES / GIFs
- 19.sample words / vocabulary and grammar syllabus
- 20.tests

**"YES, I AM A
DICTIONARY
FAN"**

-E.F.-

**"DEVOTEE," 1889, AMERICAN
ENGLISH, ORIGINALLY OF BASEBALL
ENTHUSIASTS, PROBABLY A
SHORTENING OF FANATIC"**

www.etymonline.com

VIVIR AL MÁXIMO

El manifiesto

LA VIDA ES UNA **GRAN AVENTURA**
LLENA DE POSIBILIDADES.

VIAJA. ES LA MEJOR FORMA DE HACER AMIGOS, ABRIR LA MENTE
Y VIVIR EXPERIENCIAS INOLVIDABLES

LEE. NUNCA DEJES DE APRENDER
TU EDUCACIÓN NO ACABA EN LA UNIVERSIDAD O EN EL INSTITUTO

HAZ EJERCICIO ¡MUÉVETE!
CORRE, SALTA, BAILA

TU CUERPO SIRVE PARA MUCHO MÁS QUE PARA ESTAR TODO EL DÍA SENTADO EN UNA SILLA

INVIERTE EN TI MISMO.

RECOGERAS LOS BENEFICIOS EL RESTO DE TU VIDA

LA VIDA NO ESPERES MÁS
PARA EMPEZAR A LUCHAR

ES CORTA. POR TUS SUEÑOS.

SI QUIERES HACER ALGO **AHORA** ES EL MEJOR
MOMENTO.

RECUERDA QUE QUIZÁ MAÑANA NUNCA LLEGUE

CUANDO SE TE PRESENTEN DOS OPCIONES

ELIGE SIEMPRE LA QUE IMPLIQUE METERSE EN LÍOS.

QUE NADIE TE DIGA **TU VIDA ES SÓLO TUYA**
CÓMO TIENES QUE VIVIR.

AL FINAL LA VIDA NO ES LO QUE TIENES

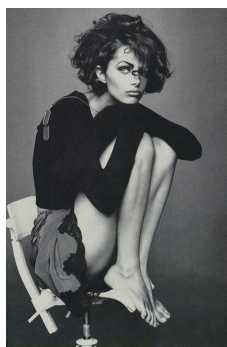
SINO LAS EXPERIENCIAS QUE HAS VIVIDO

ARRIESGA. NO TIENES NADA
QUE PERDER

VIVIRALMAXIMO.NET/MANIFIESTO

pen, bloc &
pencil,
dictionary,
reader &
grammar book
+ cell phone
(podcasts,
radio, camera)

twitter: @eugenio_fouz



my method

- 1 @YouTube videos (extracts of films, how to videos, grammar engvid) & @euronews videos
- 2 music, songs and lyrics via @google
- 3 @BBC_podcasts (learning English category), audios from textbooks
- 4 links to exercises and notions on Business English via @google & @moodle
- 5 readers (Oxford Bookworms, Burlington Books, etcetera)
- 6 role playing
- 7 dictations
- 8 translations (written texts, news from @guardian, @DailyMirror, @HuffPostUK, @Independent, @TheObjective_en) and using dictionaries (WordReference)
- 9 essay writing
- 10 vocabulary (list of words: verbs, nouns, adjectives, basics, connectors, etcetera)
- 11 grammar (notions of grammar, basics, practice, examples, exercises, false friends, phrasal verbs, idiomatic expressions, etcetera)
- 12 practice (exercises, conjugation of verbs, words, oral talking, blackboard writing, peer work, reading aloud, asking questions, flash cards, etcetera)
- 13 tests (mock tests, controls, exams, progress exams, unmarked tests, surprise tests)
- 14 Parallel Papers (packs of copies including how to do pages, theafterexampage, functional language reviews, shortlisted words, grammar notions, reminders for the student)
- 15 worksheets (handouts with exercises, vocabulary, grammar and basics)
- 16 textbook (following the syllabus)
- 17 notebook (exercises, basics, notes, grammar, essays, dictations, homework)
- 18 planning (teacher's copy) and feedback from students